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District of Columbia. Board of Education.

RESULTS of an Investigation, authorized by the Board of Education, into the Educational and Administrative Efficiency of Roscoe Conkling Bruce, Assistant Superintendent (1907-1919) of the Colored Schools of the District of Columbia.

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The Majority Report of the Special Committee on the Bruce case which follows is issued with the hearty approval of the Board of Education of the District of Columbia. We believe that the care shown by the Special Committee and the soundness of its conclusions will be apparent to every reasonable citizen of Washington. After mature deliberation we find ourselves in no doubt concerning the upright character of the Assistant Superintendent of Colored Schools. Respecting his educational and administrative fitness—for the position he has held for twelve years—we are reassured, and do hereby announce our determination to do all that is possible to give scope to his plans as director of the colored schools, and to protect his good name.

JOHN VAN SCHAICK, JR.,

President of the Board of Education.

October 22, 1919.

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MAJORITY REPORT.

WASHINGTON, D. C., October 8, 1919.

To the Board of Education of the District of Columbia,

LADIES AND GENTLEMEN:

1. At your meeting held on July 30, 1919, the following resolutions were formulated and duly passed:

Resolved: That a committee of the Board of Education—three in number—be named by the President of the Board of Education to take promptly such steps as they may deem necessary to investigate the question of the administrative and educational efficiency of Roscoe C. Bruce, Assistant Superintendent of public schools of the District.

Resolved: That the aforesaid committee of three be authorized to make a careful report to the Board on its findings, with such recommendations as they see fit to make.

The committee as named at the meeting consisted of H. Barrett Learned, Chairman, Fountain Peyton, and Mrs. Coralie F. Cook.

2. In stating to you the mode of reaching our conclusions and the conclusions themselves, and in offering a single recommendation (in paragraph 25 following), we do so with full recognition of the responsibility resting upon the Board either in accepting our conclusions and recommendation as they stand, or in making such alterations or modifications as the Board may consider to be wise.

I

3. Letters requesting their appearance before your special committee on definite days were sent to forty-eight men and women, most of whom were known to have or to have had more or less intimate relations to the school organization of the District. No hard and fast lines, however, were drawn: the committee, acting deliberately, sought for persons who, it had reason to believe, could be counted on for specific knowledge concerning a variety of matters pertaining to educational and administrative organization, and who were likely to have intelli-

gent impressions, whether favorable or unfavorable, as to the character and work over the past thirteen years of Roscoe C. Bruce. Inasmuch as the Parents' League appeared to be interested in the welfare of the public schools, it was easily decided to ask the president of the League to name five representative members—only four of whom, as it happened, appeared before the special committee. Including Mr. Bruce, thirty-four (34) out of forty-eight persons came before the committee voluntarily and gave testimony. Of the additional fourteen asked to come, four declined; five or six others were so far away that they informed the committee that they could not appear without undergoing great inconvenience; the remainder sent no responses. The entire committee took part in the questioning of thirty-three witnesses. Mr. Fountain Peyton, opposed to inviting the Assistant Superintendent to come before the committee for the purpose of answering questions relating to facts difficult, if not impossible, otherwise to obtain, withdrew at the last—on August 13—when it was decided as in the interests of truth to summon Mr. Bruce.

4. Your special committee held nine sessions, every session lasting on an average about two hours. Sessions began on Monday afternoon, August 4; others followed on August 5, 6, 7, 8, 11, 12, 13, and 14. The testimony obtained and taken down stenographically for record amounted to about 739 pages. About 40 pages of additional material in the shape of correspondence or reports that might have a bearing upon your judgment as to the relative weight of the testimony, were inserted as an appendix.

5. While a decided majority of the witnesses showed no inclination to criticize adversely the school administration or the Assistant Superintendent, you should observe that the committee gave rather more time and space in the record to those inclined for any reason to criticize or find fault with Mr. Bruce. Moreover, it should be stated once and for all that the committee lost no opportunity to follow up remarks from any of the witnesses which reflected upon the character of the man at the head of the colored schools. Educational and administrative work, to be effective and sound in any school organization, must be predicated on the character of the director of such work.

II

6. In the light of the testimony, your committee discovers no ground for statements emanating from a variety of sources which would implicate the Assistant Superintendent as guilty of serious breaches of morality. We find no sound reasons for believing that he gambles, plays the races, or is a drinking man.

7. The testimony concerning the so-called Relay accident, which occurred on the night of April 21-22, 1915, is such that no careful scrutiny of the main facts of that unlucky ride need leave the circumstances any longer in the nature of suspicious. Simply stated, a public official at a late hour of the night, or very early in the morning, carrying friends, who had helped him to celebrate a birthday, from Washington to Baltimore, met with an automobile accident and was seriously hurt. Gossip arose; those hostile to the man did not hesitate to malign him; and apparently he made no public statement in his own defense. The fact that he did not do so was probably due to the slow and prolonged process of recovery, and dependence upon the judgment—mistaken, we think—of friends. Although our testimony concerning the accident is belated, it is sufficient henceforth to free him from criticism on this score.

8. Charges of untruthfulness and an inclination to misstatement and prevarication which are made from time to time in the course of the testimony—to some extent by those otherwise favorable to the Assistant Superintendent—involve as a rule petty dissatisfaction and disagreement with his conclusions. The law has placed him in a position where final decision must rest occasionally with higher authorities—he cannot himself be decisive. Always to know what to do for an applicant for a position is not an easy matter. Mr. Bruce has not always been alert or quite open, we think, in stating his inability to decide an issue. Mistakes have been made on his part; and now and again some degree of injustice through his failure to make simple direct statements may have been done. He would strengthen himself in the eyes of his subordinates, we think, if naturally he could be a little less diplomatic in speech. The balance of evidence, however, is clearly in his favor as a man of right and fair intentions.

9. While we are not specially concerned with past history, it seems fair to recall at this point the fact that former Superintendent William M. Davidson came to Washington duly urged at the outset to make a study of Mr. Bruce's fitness for the position. After examining the matter over a series of months, Dr. Davidson gave the Assistant Superintendent a good rating, and with the assistance of the Board of Education cleared up several troublesome spots. The rumor that still seems to have life—to the effect that Dr. Davidson once asked for Mr. Bruce's resignation—may be set down on the authority of Dr. Davidson himself as a "rank fabrication." So far as we are aware, no superintendent of schools has ever had occasion, during the twelve years of Mr. Bruce's incumbency of his position, to make any such request.

10. The foregoing paragraphs (6, 7, 8, and 9) are concerned with Mr. Bruce's character as a man. Such testimony from a wide range of witnesses as could be obtained substantiates our conclusion that Mr. Bruce is a man of good character. We turn at this point to the results of our investigation into his education and the problem of his educational efficiency.

III

11. Trained for two years (1896-1898) at Phillips' Academy at Exeter, New Hampshire, a fitting school then under the direction of the late Harlan P. Amen, Bruce was one of the editors of "The Exonian." For the four following years (1898-1902), he was at Harvard University. There he was rated as a student fitted on graduation to become a member of the Phi Beta Kappa Society, composed only of a limited number of the more distinguished scholars. He received his A. B. degree in 1902, *magna cum laude*. Teachers and classmates in both institutions held him in high esteem. Not a few letters in our possession or scanned by the committee reveal the opinion up to the current year that R. C. Bruce was and is a man of ability. Among these letters note may be made of those from ex-President Charles W. Eliot, Professors Paul Hanus, George Pierce Baker, Frank W. Taussig, and Thomas Nixon Carver—no one of whom is likely to speak loosely when vouchsafing opinions. All the men just named, excepting President Eliot, knew Bruce in the classroom.

12. Interested chiefly in the humanities, Bruce studied at Harvard economics, philosophy (including ethics and psychology), French, German, English, history, and during his final year educational theory, practice, and the history of education. He gave no attention to mathematics, to science, or to the classics. Like many another Harvard graduate brought up during the period when the elective system was in full swing, he was permitted to choose the larger portion of his studies in accordance with personal taste or whim. In the light of maturer reflection the early neglect of science—of such subjects as chemistry, physics, biology, and geology—he has had reason to regret. During his third year at college he decided to turn his attention to education as a profession. This decision was made partly through the counsel and influence of the late Booker T. Washington. Before graduation Bruce had visited Hampton Institute, schools for colored children at Atlanta, and Tuskegee. [About the time of graduating from Harvard he was offered the position of organizer and director of the academic department at Tuskegee, where he came directly under Mr. Washington's guidance.]

[13. Bruce spent a period of four years (1902-1906) at Tuskegee. There he directed a department, to some extent teaching various subjects in the classroom during day, night, and summer sessions. He lectured frequently, organized the work, and incidentally won the confidence and regard of Mr. Washington, who was disposed to promote his interests either at Tuskegee or elsewhere. In June, 1903, he was married.

14. These years at Tuskegee gave Bruce his first experience in studying the social, industrial, and educational problems of his race. It is true that he had had no advanced training in education at college—he holds no Ph.D. degree, the customary mark of a specialized writer or scholar. He has had no training in a normal school. What he appears to have done was to accept a variety of experiences in educational work at Tuskegee in accordance with the circumstances of his position, gaining from such experiences what he could gain, and having the peculiar advantage near his start of coming into close relation and friendly contact with one of the most conspicuous and able leaders of his people. Inevitably during these years he got away from the standards of traditional classical modes of educational thought and practices—his mind was aroused along lines of

industrial and vocational training. Could he have had, it may be asked, a better basis at that time in his career for later educational and administrative work?

15. When he came somewhat unexpectedly to Washington in the autumn of 1906 to accept a supervising principalship, he was in his twenty-eighth year. He came reluctantly—to some extent in order to obtain sundry advantages here for his family. Appointed in 1907 by Superintendent W. E. Chancellor as Assistant Superintendent of the colored schools, he has helped in the directing of education in Washington for twelve years. What, it may be asked, has been characteristic of his educational policy?

16. The answer to this question should be based upon an examination, such as we have made, of Mr. Bruce's annual statements already in print as well as upon such information or impressions as the testimony yields. The key-note to that policy is to be found in the effort to emphasize industrial and business training. In this connection Mr. Bruce has sought to convert the Armstrong Manual Training School into a technical high school. He has been insistent in his demand that at least one industrial course should be required of every pupil in the Dunbar High School. Two vocational schools, for boys and girls respectively, were established on the basis of his recommendation with the approval of the Superintendent of Schools and the Board of Education. When, by reason of the demand for labor which the war situation brought about, the numbers of trade pupils were seriously reduced, the two vocational schools were re-adjusted so as to permit the incorporation of pre-vocational classes. Thus the way was opened to boys and girls at an earlier age to gain the benefits of industrial training, whatever work in later years they might have to do.

17. Results in educational policies reveal themselves slowly. It was not an easy task for the Assistant Superintendent to obtain promptly either equipment or teachers adequately trained to handle the limited equipment. The noticeable reduction in the number of pupils in vocational work during the last five years is not peculiar to Washington—the fact has been observed elsewhere. Teachers trained in the older methods are not quick or ready to adopt recent methods. And parents, unable to detect easily or promptly the advantages which they had hoped to see,

are prone to condemn the schools and the authorities behind them. Nevertheless we believe that Mr. Bruce has worked systematically along lines of industrial training and education that are in accord with the more progressive ideals of the day. His plan has aided many a boy and girl to become useful members of society.

18. It would be absurd to maintain that Mr. Bruce has originated the vacation, the night, or the summer schools, or indeed any other of the recently approved projects connected with public education. All that a reasonable public should expect is that its educational directors should keep in close touch with improvements which have been tested. There need be no doubt that Mr. Bruce has helped to awaken interest in the night schools; he has encouraged on the part of teachers work in various summer schools; he has strengthened interest in vacation schools for boys and girls; he has been watchful over the developing significance of the so-called Junior High School ideal. All along, however, he has been dependent for even partial accomplishments in these varying directions upon the understanding and sympathetic aid of superintendents and boards of education.

19. That Mr. Bruce has sought for well-trained teachers outside the immediate scope of Washington's training schools, is, in the judgment of your committee, altogether to his credit. Necessarily this policy reduces somewhat the opportunities of those trained here to obtain places in these schools. The plan opens the way for differences of opinion in individual cases; and it raises numerous questions, not easy by any means to decide, regarding the whole policy of appointments and examinations for appointments. We shall content ourselves by suggesting that it merits the constant watchfulness of the Board of Education with a view to progress in the direction of just and fair provisions for as many locally trained and competent teachers as the system can take care of.

20. In concluding our consideration of this second phase of the investigation (paragraphs 11-19, inclusive), all the evidence available indicates that Mr. Bruce is a very well educated man, sufficiently equipped to have organized and sustained for the colored schools a progressive educational policy during twelve years.

IV

21. Your committee has been at some pains to study the entire period of Mr. Bruce's administration of the District Schools. It should be remembered in this connection that whatever recommendations he has made, all such recommendations have been subject to the approval at one time or another of four Superintendents in close cooperation with Boards of Education whose personnel has changed as a rule to some extent once a year. Whatever recommendations and reflections he has made, involving changes or alterations of policy, and usually directly concerning the teaching force—we have in mind such subjects as the normal school, appointments, dismissals, transfers, improvements in scholarship among teachers, alterations in salaries, the Junior High School opportunity, pre-vocational and vocational schools, etc.—are usually contingent upon the judgment of his superiors. This aspect of the situation is called at the outset to your attention with no intention on our part of reflecting upon any special Superintendent or upon any Board.

22. If during the last five years—since the great war began—there appears to have been more criticism of Mr. Bruce than there was previous to that time, the fact may be partly accounted for by reason of the comparatively slow improvement in professional salaries—the all but stationary income of teachers during an epoch of rapid increase in the cost of living. But restlessness among teachers in the white schools has been rather more noticeable, we think, than among those in the colored schools.

23. A more notable factor underlying the colored school situation is the narrow range in which ambitious teachers are placed. A comparatively wide range of opportunity lies open to the white teacher—as a rule he or she may abandon teaching and still be reasonably sure of obtaining congenial and lucrative employment. Here in Washington the highest ambition of many a colored boy and girl—the acmé of hope—is a position in the schools. The profession sets a stamp upon its followers, offers some degree of social prestige and of outlook. Doubtless there are other openings. Boys may become mechanics, clerks, or farmers; girls may become milliners or seamstresses; comparatively few, although an increasing number, are likely to find openings as stenographers. Some will obtain college degrees, return here

and enter the professions, or go elsewhere. The larger majority will drop into various groups of laborers. But what we wish to emphasize is this: competition among those desiring to teach in the colored schools of the District is and has been for years very intense. Sound as the spirit of competition may be, it affords a basis for much criticism if, by force of circumstances and for wise reasons, it is checked, hampered, or re-directed. No predecessor of Mr. Bruce was free from criticism, however undeserved. Much of the criticism levelled at Mr. Bruce has impressed your committee as readily to be accounted for along the line of such general factors as have been set forth. Some of it is essentially petty. Now and then Mr. Bruce may have overlooked the strict significance and importance of a principle as the proper guide to action when personal fancies were more or less impelling. But on the whole the evidence reveals that the period of twelve years has been marked by progress in administrative effectiveness.

24. We shall not ignore a charge against the Assistant Superintendent that is somewhat recurrent in the record. Sometimes made by witnesses inclined otherwise to be friendly to him, it usually occurred in connection with questions directed toward the determination of administrative fitness. It was expressed by those who appeared to have no motive to attack his character. It was said that he lacked force. No doubt diplomacy under difficult circumstances of administrative direction has its rightful place. But at times direct, frank, and decisive language and action are the only justifiable mode of procedure. Instances occur in the record where it could be shown, we think, that Mr. Bruce, anxious to safeguard feelings, has been overcautious, slow, and quite too vague in making decisive statements. This fault on his part tended occasionally to arouse criticism and some degree of antagonism. That it became sufficiently pronounced to raise comment has amounted to a misfortune to him, to the schools, and to the public whom he was appointed to serve. While in your committee's judgment the criticism has a partial basis in his character—his eagerness to please everybody—it should not prevent the Board from trying to remedy it. We believe that the Board can do so, for regarding his fine general ability we have no doubt.

25. The Assistant Superintendent has tried, we think, to live up to the spirit as well as to the letter of the Organic Act of 1906. Therein it is expressly provided that he shall have "sole charge of all teachers, classes, and schools in which colored children are taught" (sec. 3). He is, however, subject—as we think that he should be—to the Superintendent of the entire system who, under the law, has final direction of educational policy, can recommend dismissal, and holds the qualified veto power. The phrase "sole charge" implies large responsibility. It is to some extent customary, we are informed, for vetoes of Mr. Bruce's recommendations to go unrecorded. We should like to suggest the advisability to the Board of having all vetoes duly placed on record in order hereafter to have brief but explicit evidence of such matters. Our single recommendation, made for the purpose of aiding toward better co-ordination of the work of the system, is to have the Assistant Superintendent of the colored schools asked regularly into Board sessions. Several of our most discerning witnesses approved of the plan. It would afford Mr. Bruce opportunities of taking part in discussions and of bringing directly to the Board such recommendations as in his eyes seem to be of importance. It would not, we think, weaken the authority of the Superintendent. Had Mr. Bruce been privileged during the past year or so to sit with the Board, we venture to think that solution of problems of special interest to the colored schools and citizens would have been facilitated.

V

26. The facts in the Moens case, so far as those facts can be known from existing scattered sources of written and recorded oral evidence—including essential portions of the trial proceedings—have been studied by your committee. The chief figure, H. M. Bernelot Moens, an unworthy citizen of Holland, would in all probability have been convicted—as he was on April 1, 1919—had he never been given permission to enter the schools. This permission, however, was formally granted to him in October, 1916, and again in May, 1917, by Dr. John Van Schaick, Jr., then President of the Board of Education, on the basis of statements as to his standing as a man of character and as a scientist which came directly from the Dutch Minister resident in Washington at the Netherlands Legation.

27. At a later time, suspicion having been aroused in the minds of several observant teachers, this foreigner's privilege to enter the schools was limited in scope through Mr. Bruce's efforts—the Miner Normal School was closed to him, and he was not to be admitted to any other school to examine children without a written order from the Superintendent. No written order, it should be added, was ever asked or thereafter issued. If he entered school buildings, he did so just as any American citizen might enter—possibly attending some social gatherings. He entered no classrooms, so far as we can discover. Up to the time of his arrest, on Friday, October 25, 1918, no parent is known to have made a complaint against this man to the school authorities.

28. For a year or so previous to his arrest, this foreigner had aroused the interest of the Bureau of Investigation in the Department of Justice. As it happened, the chairman of your committee, then in the Bureau, had access to the facts of Moens's entire career in the United States and elsewhere. These included such incidents as could be obtained from Mr. Bruce's and the Superintendent's respective offices. At what was deemed the proper time by the Federal authorities, the Board of Education and the Superintendent of Schools were informed of all the facts and features in the evidence which could in any way concern them.

29. There was a third factor in the situation—the Federal District Attorney's office which ultimately brought Moens to trial on March 25, 1919, and prosecuted him. Together over many months Bureau officials, the District Attorney and his assistants, and the Board of Education cooperated with a view to convict this man. At no stage of the effort did any one of these three factors overlook the importance of working to protect the welfare of pupils, teachers, and the general public.

30. A single teacher had been guilty of the gravest indiscretion in permitting herself to become interested in the alleged scientific work of Moens. Doubtless she aided him in ways to some extent unknown to school authorities. Had these ways been known, it is improbable that they could have been justified. But that there was a group of "Moens teachers"—men or women in the schools knowingly aiding this man in wrong directions—

is, in the light of all the evidence, wholly unsubstantiated. No intimation to that effect has ever come from any reliable source.

31. From October, 1918, to the close of the trial on April 1, 1919, the Board of Education was fully aware of the importance of the case to the Federal authorities. Formulating its policy on the basis of careful advice and assured that the welfare of the schools would not be endangered by waiting, the Board decided to retain Charlotte E. Hunter for the time being. She was not suspended, nor was she asked to resign. Your committee finds no grounds for thinking that R. C. Bruce was derelict in his administrative duties in the matter. Keeping in mind the importance of aiding in the conviction of Moens, the Board assumed entire responsibility for its policy under the circumstances as just set forth.

32. Driven to the conviction early in May, 1919, that he should adopt a direct method of protest and effort against persons seeking to damage his reputation and character as a public official, the Assistant Superintendent took part in the formulation of the so-called "slush-fund" letter—a design originating from a group of teachers exasperated by violent attacks directed toward maligning them and their superior officer. Some days before its existence was known to the public, this letter was brought to the attention of the Board of Education by Mr. Bruce himself. Promptly summoned into the presence of the Board, the Assistant Superintendent was carefully questioned regarding the whole matter and duly reprimanded by the Board for indiscretion. At once he ceased any effort to punish his enemies in what the Board considered a mistaken direction. At a later time, in June following, the Assistant Corporation Counsel gave an opinion, made public through the Board, to the effect that Mr. Bruce had violated no law in acting in the manner stated.

33. Taking advantage of the disturbed state of public feeling that resulted from the Moens trial, a combination known as the Parents' League came into being in March or early April, 1919. Soon after the chief culprit in the case had been dealt with by the court, and the single teacher unfortunately involved in the meshes of the case had left the public schools, this combination set about disposing of the Assistant Superintendent of Colored Schools. It encouraged popular gatherings and aroused these

gatherings into some degree of fury against the school authorities, in particular against R. C. Bruce, by voicing all sorts of ugly rumors. While justice may have been the object of some portion of the League, the methods adopted to reach that desirable end could never meet with the approval of respectable and law-abiding citizens.

34. In May this combination presented to the Board of Education a petition, asking for the immediate removal of R. C. Bruce. The nature of the petition may be judged from the following analysis: *

- a. The petition carries just over 2,000 signatures.
- b. Many signatures have been written by one and the same hand.
- c. Instances of three and four names from the same family group could be easily cited.
- d. Nine-tenths of the signatures are those of women and girls.
- e. Although the combination purports to be a "Parents' " League, the petition carries many names of unmarried persons.
- f. A good many colored clergymen have been behind the movement. But such leading men as Bishop I. N. Ross, Rev. Walter H. Brooks, Rev. F. I. A. Bennett, Rev. Francis J. Grimke, Rev. Thomas J. Brown, Rev. Oscar L. Mitchell, Rev. W. J. Howard, and Rev. M. D. Norman have had nothing to do with the Parents' League in this matter.

Claiming over and over again that it represented at least 20,000 citizens, and that its petition to the Board carried that number of names, it worked systematically against the school authorities. If any citizens have doubts as to whether the combination succeeded in its threats to reduce the numbers of colored children this autumn in the public schools, they may be informed that the September figures for 1919 reveal 16,168 pupils enrolled in the Tenth-Thirteenth Divisions as compared with 14,195 pupils just a year ago—a difference of 1,973 in the way of increase. Urged as an expression of public opinion, the petition appears, in the judgment of your committee, to be quite worthless. Furthermore, such testimony regarding the Parents' League as your committee has gained, gives clear indication that almost all of the colored citizens of Washington who have children in the public schools have sufficient confidence in the judgment of the Board of Education to accept as conclusive the Board's estimate of the character and the educational and administrative qualifications of R. C. Bruce.

35. In the course of its effort to reach sound conclusions based on extensive testimony and prolonged study of that testimony, your committee has kept in mind the fact that the public schools have been established by the people for the benefit of their children. Whatever the will of the people may be, that will concerning the schools should be expressed through the medium of your official voice. The Board of Education must be responsive to the people's wishes, for to the people it is responsible. The Board's authority cannot be delegated, nor can its conclusions be properly questioned except as provided by law. .

36. In finding Roscoe C. Bruce fitted by education, training, and experience to serve as Assistant Superintendent of Schools, in approving his character as a man and—with slight qualifications—his past work as director of education and school administration in the colored schools of the District, we submit our conclusions to you without hesitation. We hope that, after consideration, you will give them the sanction of your final authority.

Respectfully submitted,

H. BARRETT LEARNED,

Chairman of Special Committee.

CORALIE FRANKLIN COOK.

NOTE: A Minority Report, prepared and read on October 22 by the third member of the Special Committee, Mr. Fountain Peyton, was duly filed with the secretary of the Board of Education.

IN THE MATTER OF THE INVESTIGATION OF THE
EDUCATIONAL AND ADMINISTRATIVE EFFICIENCY
OF MR. ROSCOE C. BRUCE, ASSISTANT SUPERINTEN-
DENT IN CHARGE OF THE COLORED SCHOOLS OF THE
DISTRICT OF COLUMBIA Board of Education

NOTE 1.—Three thousand copies of the majority report of the special committee have been ordered printed by the Board of Education at public expense; but for some reason the printing of this minority report has been neglected. In order that the public may hear both sides of the case, The Parents' League, an organization having a membership of twenty thousand colored citizens of the District of Columbia, has printed this report at its own expense.

NOTE 2.—The witnesses who testified in this matter are largely teachers and officials of the public schools of the District of Columbia. They appeared and testified under a promise made by the Board of Education that their names would not be published. However, their names and the positions they hold in our school system are set forth in the complete record of the testimony held by the Board of Education.

REPORT OF FOUNTAIN PEYTON,
OF THE COMMITTEE APPOINTED BY THE BOARD OF
EDUCATION OF THE DISTRICT OF COLUMBIA TO CON-
DUCT THE ABOVE-NAMED INVESTIGATION

To the Board of Education of the District of Columbia,
Ladies and Gentlemen:

On the 30th day of July, 1919, on verbal motion made in conference of the Board, by Mr. H. B. Learned, vice-president, it was resolved by the Board to appoint a committee to investigate the educational and administrative efficiency of Mr. Roscoe C. Bruce, assistant superintendent in charge of the colored schools of the District of Columbia. Thereupon the president of the Board, Rev. John van Schaick, Jr., appointed as members of said committee, Mr. H. B. Learned, chairman, Mrs. Coralie F. Cook and Fountain Peyton. Said committee was then and there instructed by the Board to hold sessions in private from time to time and to summon persons in the school system having close relation to, and such contact with,

Mr. Bruce, and other persons from among citizens having intelligent interest in the schools, to appear before said committee to testify to the educational and administrative efficiency of Mr. Bruce. It was then and there also resolved that the private nature of the investigation and the limitations on witnesses should not be embraced in the written resolution offered in the public meeting of the same date of which written resolution appears of record in the minutes of July 1919. It was understood that the committee was to ascertain so far as it could the educational and administrative efficiency of said Bruce from said witnesses and not otherwise; and that said investigation was not to be in any sense a trial; nor was it understood that Mr. Bruce was to be called before the committee in support of his efficiency, or to explain away, or defend himself against, any of the matters which might be testified to by the witnesses.

Pursuant to the instructions of the Board as aforesaid, sessions were held, to wit: August 4, 5, 7, 8, 11, 12, 13, and 14 inclusive, the sessions beginning each day at 4:30 o'clock p. m. and concluding about 6:30 p. m.

At the outset, the writer of this report feels it incumbent upon him to say that in the investigation of the fitness of a person to occupy the office of assistant superintendent in a great school system, the evidence should show fitness affirmatively and beyond question. Furthermore, it seems only fair to state that the administrative head of a school system who entered upon his duties without undergoing some prescribed test as to fitness, and whose fitness has been continuously questioned for many years, should not be confirmed, if the evidence of qualified and credible witnesses leaves his efficiency in a state of doubt.

I. EDUCATIONAL EFFICIENCY

It is evident to all that in any investigation by the Board of Education pertaining to Mr. Bruce all points must of necessity be considered from the standpoint of his office, the assistant superintendency. With the question of his general educational fitness per se, it is not the committee's business to be concerned. What it is the business of the committee to weigh is whether or not his educational qualifications measure up to the demands requisite for an office which is to formulate policy and procedure for a great city school system, and to guide, direct and inspire teachers therein.

It might be well at this juncture to note some of the fundamental courses which recognized normal schools set up as necessary for those aspiring to work in the educational field. Biological study in some form, psychology, principles of education, child study, history of education, classroom management, school administration, general method and special method in relation to some definite subject, as some of these courses. A perusal of the courses of study of recognized normal schools will bear out this contention.

Now, just what definite training to create educational efficiency for the office of assistant superintendent has Mr. Bruce had? A consideration of a transcript of an official record of Mr. Bruce's course at Harvard University is found on pages 499 and 500. This was offered by a witness opposed to Mr. Bruce in the form of a photographic copy of the original. What is shown by this, the only valid and authoritative record the committee has?

It shows that Mr. Bruce took but one course in education; The general nature of this course is set forth in another place in this report; namely, Education 3, a course requiring two or three hours a week. (See also page 373, Harvard University Catalogue for 1901-'2.)

The record further shows that he has had no training in the field of biological work. This is still further confirmed by the admission of Mr. Bruce in his testimony wherein he replied to a statement by Mr. Learned; to wit, "I observe that there is no pure science in those courses"—(meaning Mr. Bruce's courses as shown in some record before the chairman)—"is that true?" Mr. Bruce replied: "Yes, sir; no pure science." (Page 643, record.)

Now, how can one be in a position to understand the great living, vital, human problems confronting the office of a school administrator without a study of life—biology, in short, which is the basis of all these problems and indeed of all education?

Furthermore, even the value of Mr. Bruce's college course in psychology is negated from an educator's standpoint by this lack of basis for psychological study.

As to classroom management, history of education, general method, and special method in relation to some definite subjects, he is absolutely lacking in training proven both by the records and his own testimony. Nowhere has he ever pursued any of these most essential studies. Nor does anything authoritative show that he supplemented this lack of training at Harvard by any graduate work in education.

These facts establish conclusively that he started at the apex in his attempt to espouse the profession of education. He entered unqualified professionally and consequently was doomed to be a theorist, a dilettante, an upstairs man, a presumed and presuming leader, minus the professional qualifications of the hundreds of elementary school teachers who are farcically forced to look to him as their educational lodestar.

In connection with his educational efficiency, it is also incumbent upon the committee to note whether or not Mr. Bruce has had sufficient experience in classroom work to educate him in any small way as a compensation for his lack in foundational professional training.

In the testimony of Mr. Bruce, on page 649, he states as follows as to the character of his work at Tuskegee: "That was essentially administrative." That is, he began his professional career as an alleged administrative officer and was of necessity not grounded in any predominating extent in classroom procedure. And this continued during his four years at Tuskegee.

Although Mr. Bruce claims that he taught classes—not that he was a regular classroom teacher—in educational theory, in arithmetic, and English, yet he could not and did not produce any record to show how many hours he put in; nor does he produce any records to show; nor did he claim, that he was ever a regular classroom teacher, daily meeting classes in certain subjects and doing definite, specific, continuous work in any branch. (See pages 650 and 651.)

The hit-and-miss procedure of experimentative teaching which he as an administrative officer was privileged to do for certain periods, or in his rounds of inspection, if he made any, would again be but the work of a theorist and faddist, and would amount to practically nothing of education for one having no theory basis of teaching on which to establish classroom points of attack; and it would not compensate, even in any small way, for the lack of foundational educational training.

The writer of this report is forced to these conclusions by the logic of the question of educational training and by the testimony, which substantially back up these claims.

In conclusion on this point, the writer is forced to record that, after four years of upstairs work at Tuskegee, lacking in definite, regular, consistent classroom teaching in any subject, according to the statements of Mr. Bruce himself, and this following entirely faulty theoretical preparation for the profession of an educator, Mr. Bruce came to Washington, D. C., served as a supervising principal for one year, and then was made assistant superintendent.

Again, the records and testimony conclusively establish that he has never taught a day as a regular classroom teacher in any public school system.

In the light of these facts, it is only possible and reasonable to assume that in so far as his educational efficiency for the office of the assistant superintendency is concerned,—the only problem of educational efficiency as to Mr. Bruce which it was the duty of this committee to decide—he is wholly lacking and is completely inefficient.

II. ADMINISTRATIVE EFFICIENCY

As to Mr. Bruce's administrative efficiency, the testimony establishes direct, original administrative policy on his part in but three instances: the establishment of the O Street and Cardoza Vocational Schools; the establishment of pre-vocational schools for O street and Cardoza; and the establishment of a post graduate course at the colored Normal School. The writer of this report says "direct, original administrative policy" because on cross examination none of the other claims for personal origin on the part of Mr. Bruce in reference to the administrative effecting of numerous educational policies alleged to have been the result of his activity, was established.

As to the O Street and Cardoza Vocational schools, the testimony tends to show that as such they failed.

First of all, these schools accepted for entrance pupils of fourteen years and over, who had completed successfully five grades of the elementary schools. It is so manifestly impossible to give a trade training to pupils so lacking in the rudiments of an English education that the statement of the fact is the statement for an axiom.

As a result of these insufficient entrance requirements, the type of a great majority of the students who entered these schools is easily understood. It is a fact that all those belonging to what might be termed "the intellectual down-and-out," those lacking in definite purpose, those who presented aggravated disciplinary problems, and not particularly those who had any special aptitude fitness for any trade, were in a sort of hotchpotch way allowed to congregate in these vocational schools.

As further evidence of the lack of administrative wisdom and judgment—in short as evidence of administrative inefficiency—one has but to recall that the first principal of the O Street Vocational School never taught a day as a regular day school teacher and was graduated into this principalship from the position of clerk to the assistant superintendent of schools.

Now, when it became evident to the parents of the children who were studying in these schools that they were not receiving an education that was fitting them for the actual needs in their lines of work in the world, the enrollment of these schools as vocational schools shrunk so that they had to assume suddenly a pre-vocational status to escape annihilation.

Then again, with the beginning of the second semester of 1916-'17, in a vain effort to stem the tide of failure, the O Street school had been made a girls' vocational school and Cardoza a boys' vocational school.

It has been claimed by Mr. _____ (see page 64), a witness who favored Mr. Bruce, and by Mr. Bruce himself, that the failure of these schools was due to the war. They cannot mean the war beginning with the entrance of the United States in 1917, because the following tables disprove that claim, by showing that the destruction and failure of Mr. Bruce's vocational administrative plan antedates April, 1917.

	Jan. 1916.			June, 1916.		
	M.	F.	T.	M.	F.	T.
Whole No. Enr.....	188	296	484	192	292	484
No. on roll at close..	176	244	420	173	243	416
Av. Attendance... ..	156.0	224.4	380.4	160.4	225.5	385.9
Av. No. Belonging.....	169.9	242.9	412.8	175.2	247.2	422.4

	Jan., 1917.			June, 1917.		
	M.	F.	T.	M.	F.	T.
Whole No. Enr.	98	208	306	86	167	253
No on roll at close....	86	153	239	64	124	188
Av. Attendance... ..	79.3	147.7	227.0	61.7	129.1	190.8
Av. No. Belonging... ..	83.5	164.2	247.7	70.5	144.2	214.7

NOTE: Table abbreviated from the Board of Education Reports for 1915-16 and 1916-17; statistics as to attendance in colored schools.

From the above it is plain that, whereas the vocational schools, with a total of 484 pupils, were numerically large as to the whole number of pupils enrolled for the second semester, June 1916, there was, by the end of the first semester, January 31, 1917, more than two months before the United States entered the war, but a whole number of 306 enrolled, showing a shrinkage of 178. Furthermore, in the very next month, February, the first month of the semester ending June 1917, the total number was not more than 253, thus presenting an additional shrinkage of 53 pupils, making a grand total of 231 pupils lost completely for enrollment purposes between June 1916 and the semester beginning February 1917. All of this antedates the entrance of the United States into the war. In addition to this, the above table shows that the vocational schools closed the first semester Jan. 31, 1917, with 177 less pupils actually present than in the month of June 1916, which marked the close of the second semester of that year. The last named figure also antedates the war by a few months.

Now, a survey of the records of attendance for the entire life of the vocational schools show that the year 1915-16 is the high-water mark of enrollment and attendance for the vocational schools, and that the sharp decline as above indicated marks the beginning of the end—an end which preceded the war and could not thus be proven to have been caused by that war.

Of course those testifying could not have meant the time of the European war—from 1914 on—because statistics show that vocational attendance was not on the wane from September 1914 to June 1916.

Thus is shown the fallacy of the cause-to-effect reasoning on the part of Messrs. _____ and Bruce as to the failure of vocational attendance; and the causes based on other testimony and urged by the writer of this report remain as valid.

When the number of teachers for these vocational branches is considered:

1913-14	No. 14	} These figures include two principals.
1914-15	No. 13	
1915-16	No. 18	
1917-18	No. 20	
1916-17	No. 20	

NOTE: See the Board of Education Reports.

And when the following cost of buildings is considered:

	SITE	BUILDING	TOTAL
Cardoza		\$38,708.21	\$38,708.21
O Street	\$11,996.40	\$41,983.42	\$53,979.82

Grand Total \$92,688.03

When the above are considered and the cost of equipment and repairs is figured out and added in, it will be seen easily that something between a quarter and a half million of dollars at unreasonably high per capita rates has been dumped into types of schools that failed because of poor administrative

judgment on the part of Mr. Bruce, the assistant superintendent. And this was an unwarranted expenditure of public funds.

As another evidence of wasteful administration of funds in an endeavor to keep alive vocational failures, the records show the following:

2nd. Sem., June 1917			1st Sem. Jan. 1918.			2nd Sem. June, '18		
M.	F.	T.	M.	F.	T.	M.	F.	T.
Av. No.								
Belonging								
70.5	144.2	214.7	32.4	109.1	141.5	27.5	91.6	119.1
No. of								
Teachers.*		20			19			20

*Including two principals.

NOTE: See the Board of Education Reports for the years above specified.

Thus for the half-year from Feb. 1917 to June 1917, excluding two principals, who do not teach classes in vocational schools, an average of one teacher for between each 11 and 12 pupils is seen; for the half year from September 1917 to February 1918, a teacher for between 8 and 9 pupils; and for the half-year from February 1918 to June 1918, a teacher for between each 6 and 7 pupils. Note then also that with a rapidly decreasing number of pupils for over a year and a half, there was an average of a teacher for no more than between each eleven and twelve pupils at any time during this period. This is indeed too wasteful on its face to need further comment. Suppose the system went for a year and a half on the basis of a teacher for each eleven pupils. How preposterous!

Now, as to the pre-vocational schools, they were established first of all to conceal from public notice the failure of the vocational schools. Even Mr. —————, a most favorable witness to Mr Bruce, admits that the pre-vocational schools should have been established before the vocational schools. (Page 63) This but further corroborates the claim that no scientific basis was followed. And then again, as established, they reveal a lack of careful, scientific, defensible administrative policy. The graded schools are not sufficiently contiguous to make the interchange of classes feasible without loss of time in transit and without an upsetting of the normal equilibrium of the graded school classes involved. This last upset is further heightened by the fact that in one section of the city—the O street section—girls only are taken daily for an hour and a half from the regular classes, and in the Cardoza section, boys only are taken. These sets of schools feeding the vocational schools in question are thus in constant upset and mental turmoil.

In support of the above claims the following excerpts are cited as copies of documentary evidence.

November 6, 1919.

Memorandum for Superintendent Thurston.

I beg to call attention to the fact that the O Street Vocational School for Girls with its twelve teachers has a present enrollment of only 40 pupils, there being today only 23. This situation calls, of course, for immediate action.

In view of the successful experience in the experiment in prevocational training at the Cardoza Vocational School for Boys, I would earnestly suggest the adoption of a similar plan at O Street.

Respectfully submitted,

(Signed) ROSCOE C. BRUCE.

(From the Same Letter)

I should be glad to put this plan into operation on Monday morning, November 11, if at all possible

(Page 2 of the Same Letter)

The pedagogical organization of shop exercises for prevocational classes is a definite problem which each one of the O Street teachers is called upon to solve.

At the end of the school year syllabi will be prepared in each subject upon the basis of these daily records of work done.

NOTE—

I should earnestly advise that over-age girls in the fifth grades of the buildings indicated above, be admitted to prevocational classes at O Street upon suggestion by their graded school teachers or at request of their parents.

Besides, where is there anything rational or anything but the makeshift, the superficial and the politic in a move that discriminates against the boys in one section—the O Street section—and the girls in another section—the Cardoza section—when both sexes are on the same common social level, have the same general problems, and spring from a common environment. The entire general administrative policy of Mr. Bruce in this connection has been a careless makeshift, and an unwarranted one.

In conclusion on these three points relating to administrative efficiency, the writer directs attention to the post graduate course established through the administrative activity of Mr. Bruce at the old Normal School No. 2.

In his policy of administering this course, alleged by Mr. Bruce to be designed for the infiltration of superiorly equipped teachers into the grammar schools, he effected a deadline of promotion, the fourth grade, for Normal School graduates only; made a retroactive ruling, discounted merit, superior qualities, and service, was wholly un-American, and so excited the rank and file of his elementary school teachers

from the fourth grade down, that they in indignation rose up in mass and memorialized the Board of Education; which body in turn showed its realization of an administrative fiasco on the part of Mr. Bruce by ordering the course discontinued.

Thus in a brief and cursory way the writer of this report has laid before the Board an analysis based on testimony founded on facts and figures in reference to the only three instances of direct, original administrative policy established in the testimony. The analysis clearly shows failure in each and all of the three cases.

In connection with administrative efficiency pure and simple, it is also interesting in conclusion to note the fact that of the testimony of twenty-one school employees, although the examination gave full opportunity for such showing, the testimony of eleven failed to show that Mr. Bruce had been helpful, stimulating, suggestive, and constructively active in his supervision in reference to them.

Among this number it is still further interesting to note that no one of the three supervising principals summoned established this type of helpfulness on the part of Mr. Bruce toward him or her. Even Miss _____, whose testimony in the main seems to be favorable to Mr. Bruce, is forced to admit the following (See page 201):

Mr. Peyton: "What suggestion ever came to you from Mr. Bruce that has assisted you in your work and promoted the usefulness of the schools under you?"

Miss _____: "Well, at this very moment, I cannot think of *any*, Mr. Peyton."

Furthermore, Miss _____, principal of S_____ School, states as follows (page 555): "Well, Mr. Bruce has not been in my building for three years or more."

III. CHARACTER AS RELATED TO ADMINISTRATIVE EFFICIENCY.

It was stated more than once upon authority of the Board that the moral character of Mr. Bruce, as moral character is commonly understood, would not be inquired into by the committee. For this reason interrogatories as to his moral character were not made a feature in the examinations; but it became apparent at the very beginning that integrity in a narrower sense was so involved in explaining his administration that testimony to this phase of his moral character could not be excluded. Again, it was quite clear that his administrative efficiency was also inseparably interlinked with sincerity, truth and veracity. It is inconceivable that there could be cooperation, harmony, confidence and *esprit de corps* where this indispensable element of character is wanting in the chief administrative officer.

What does the testimony show to be the facts in the case as to the relation between the administrative inefficiency and the lack of truth, veracity and sincerity on the part of the colored assistant superintendent?

At the very outset it seems wise to consider that part of the testimony in which Mr. Bruce speaks as to his educational qualifications. Has Mr. Bruce told us the truth about his college training? If he has not, he not only admits his want of preparation, but also corroborates his widespread reputation for untruthfulness and lack of veracity and sincerity. On pages 647 and 648, he tells us that he pursued three distinct courses in education at Harvard: first, history of education under Mr. Norton; second, a course in educational theory under Professor Hanus, in which he developed his own special point of view in reference to educational values; third, "I took also with Professor Hanus a course in organization and administration of city school systems in particular." Mr. Learned here inquired if the latter course were a half-course. Mr. Bruce replied that his impression was that it was a course lasting for the entire year.

Now, the official transcript of Mr. Bruce's record at Harvard shows that Mr. Bruce took but one course in education; to wit: Education 3, a year course, requiring two hours per week with an optional third hour at the pleasure of the instructor. This course was primarily for graduates and dealt with the organization and management of public schools and academies. It consisted of lectures, discussions and reports (See Harvard Catalogue 1901-02, page 372, Education 3.) Mr. Paul Hanus in reply to a letter from Mrs. Cook, dated August 11th, 1919, makes the following statement: ". During his senior year, he was a student in my course in school administration." (See also photographic copy of official record of courses pursued by Mr. Bruce at Harvard, as transcribed in the record, pages 499 to 501, top.)

Thus it is conclusively established that Mr. Bruce has deliberately falsified in his statement concerning the courses pursued in education at Harvard.

Again, on page 769, et seq., is found Exhibit 1, which purports to give a partial list of courses pursued by R. C. Bruce when a student at Harvard. This statement, however, is not vouched for by anyone, although the assumption is that it was prepared by Mr. Bruce. In this alleged record, found on page 770, it is represented again that Mr. Bruce pursued three distinct courses in education when a student at Harvard—a statement which has already been disproved. Furthermore, the authenticity of this unvouched-for record is entirely destroyed by a note which says; to wit: "I have prepared this list without the records in hand." This note is significant. Why was it prepared without the records in hand? The records were available to the author and should have been consulted. To say that the records were not consulted will not excuse the false statement that Mr. Bruce took three courses in education. In this connection it is enlightening, from the standpoint of evidence showing a distinct tendency to falsify in the matter of Mr. Bruce's equipment in studies along educational lines, to follow this matter up further.

On page 647, Mr. Bruce says: "I took under Mr. Norton a course in the history of education." Now, on page 770 the same

course is referred to as "history of educational theory and practice"—Professor Norton.

On page 647, Mr. Bruce also states as follows: "Under Professor Hanus, I took a course in educational theory, in which he developed his own special point of view in reference to educational values."

You will see that Mr. Norton is for no reason changed to Professor Norton and the course is changed from Hanus to Norton in this brief compass of the testimony. Besides, it is a well-known fact that there is such a wide discrepancy between the character of work in a course in educational theory, presenting the views of the specialist in that field, and the work in a course in the principles of education, which might rightfully be termed applied psychology, that no one but a person both untruthful and ignorant would substitute within such a short compass of pages and time, the one for the other and attribute them as the same to Professor Hanus. By consulting the Harvard Catalogue for 1901-02, it will be seen that Harvard offers no course in either educational theory or the principles of education, under Professor Hanus. By consulting 770, testimony, and *circum* page 372, Harvard Catalogue 1901-02). It should be noted also that the Harvard Catalogue for 1901-02 shows no course in history of education under Mr. Norton. (See page 647, Mr. Bruce's testimony, and *circum* page 372, Harvard Catalogue.)

As further evidence, the following are additional instances from Mr. Bruce's testimony. First, let us observe the case of Mr. Madella. Mr. Bruce was displeased with this teacher and sent to this teacher at the Armstrong School a postal card bearing the polite inscription: "A yellow dog is the lowest thing on earth; a knocker is worse than a yellow dog." The reception of this card severely wounded the feelings of this teacher and provoked considerable comment unfavorable to Mr. Bruce, whereupon Mr. Bruce wrote Mr. Madella an apology, which, because he deemed it expedient, Mr. Madella accepted. Mr. Bruce, who has so much sympathy for humankind, who wishes to please everybody, humiliates and wounds this teacher, and then offers a sort of perfunctory apology, not so much as a panacea to Mr. Madella's wounded feelings as in an effort to protect himself in his official position. In Mr. Bruce's testimony before the committee he attempts to explain away this offense. He says that he purchased a number of postal cards at Christmas to send to friends; that the offensive card got mixed with other cards, and that by mistake he addressed and mailed it to Mr. Madella. (See record, page 711.)

How can any person persuade himself to accept as valid any such explanation? Mr. Bruce had signed the card, and there was no other explanation he could make which would acquit him and thereby preserve his official position.

In rebuttal to Mr. Bruce's statements in his testimony on this matter as to how Mr. Madella finally regarded the incident, some excerpts are directly hereafter quoted. They are from a letter written by his widow, Mrs. F. D. Madella, dated September 24, 1919. The original of this letter is in the pos-

session of the writer of this report and will be submitted on request.

EXCERPTS FROM LETTER

" Feeling as I do that the many injustices done my husband by Mr. Bruce was indirectly the cause of his death, viz.: the sending of a very unkind postcard Mr. Bruce made a stiff, reluctant effort to apologize, but Mr. Madella never appreciated, never thought him real.

"Many times at home in conversation with me, he would say that he had been unkindly dealt with because he would not assist Mr. Bruce in carrying out his dirty work. Among the last statements made by Mr. Madella, he said: "I am *worried* and *worked to death*; I can't make it."

"Kind friends, out of the depth of my heart, I would say, *away with such a man.*"

Very truly yours,
(Signed) (Mrs.) F. D. MADELLA."

Now to the next instance. Mr. Bruce in his testimony had been speaking disparagingly of several former colored members of the Board and Mr. Thurston as well. Finally, he was asked by Mr. Learned whether he had ever been called into any of the meeting of the Board by the present superintendent. He replied: "No." He did say that he was called before the conference concerning the "slush" fund letter in May last. He further claimed that Dr. van Schaick "had insisted" that he appear in conference to be heard as to his (Mr. Bruce's) recommendation for the colored director of music, since Mr. Thurston had made a different recommendation. Mr. Bruce well knew that Dr. Van Schaick left for France in June 1917, and that the conference concerning this position did not convene until some months later. This is direct evidence of untrustworthiness. (See page 707.)

Moreover, it is intimated more than once in the testimony that Mr. Bruce's reputation is good among the white citizens of the District. It is more important, however, that it should be good among the colored citizens, as he stands at the head of their schools. Be that last as it may, it is a matter of record as will be shown from now on in this report that his truth, sincerity and veracity are not unqualifiedly endorsed, nor even with reasonable satisfactoriness, by the larger number of white citizens appearing before this committee.

In this connection it is enlightening to first review the testimony of Dr. ————, a white citizen, eminent in his profession, foremost in civic activities, and respected by all persons. The testimony of this witness, detailing as it does many actual instances of direct falsification, of duplicity and of deceit, strongly corroborates the public claim as to Mr. Bruce. Mr. Bruce in his testimony endeavored to interpose defenses against several matters testified to against him, but we have from him not one word of reply to the severe arraignment by Dr. ————. (See pages 202, 227, inclusively.)

Moreover, even the testimony of Captain _____, Mr. Bruce's staunch friend, indicates that Mr. Bruce is not the type of man in the fullest sense of the word for the position he holds. On page 473, see the following:

Mr. Peyton: "Is he a man positive and direct, or otherwise, in your opinion?"

Capt. _____: "I wish he was more direct."
See further on page 475:

Capt. _____: "I will say he may not be quite as direct as he might be sometimes, but I should think it was because he did not want to hurt anybody's feelings. I think he is absolutely honest and frank."

Although Capt. _____ has endeavored to make contradictory statements in order to minimize a direct previous admission by him of lack of character on the part of Mr. Bruce, yet it is evident beyond the shadow of a doubt that he has condemned the man by his first damaging statement. It is absurd to endeavor to claim frankness and candor on the part of one whom we wish might be more direct. The endeavor is too flimsy not to be seen through.

It is also instructive to note the effect of the testimony of Mr. _____, another supporter of Mr. Bruce, as to the type of man Mr. Bruce is. A reading of page 401, bottom, through to page 405, reveals admissions as to lack of self-respect, and lack of heart, which means lack of courage, on the part of Mr. Bruce. Furthermore, on pages 407 and 408, Mr. _____ admits weakness by Mr. Bruce to the extent of failure to take a definite stand, but endeavors to attribute this to force from superiors. There is, however, no such provision in the organic act for the coercive power that he suggests is held by superiors over Mr. Bruce.

Mr. _____, an ex-member of the Board of Education, in his testimony, from page 573 to 579, holds that Mr. Bruce is not the type of man for his position, because of his connection with the notorious "Relay" affair and because of his weak attitude on the Moens case. Besides, on page 579, he holds Mr. Bruce to be lacking in force.

These indictments of him, some given wittingly, others unwittingly, establish beyond any peradventure his lack in truth, veracity, sincerity and manly qualities. These facts ought to carry conviction that he is not the proper man to head the colored schools.

Again, one who is sincerely seeking the good and bad traits in the character of Mr. Bruce must be impressed with the unanimity of the statements of the witnesses before the committee respecting his reputation for truth and veracity. Not more than one or two state positively that his reputation for truth and veracity is good. Three or four of the thirty some witnesses ventured to say that they individually had found him truthful, but the others either charged him with being untruthful or declared that his reputation for truth and veracity is bad. The most damaging statements as to his bad reputation come from those who have had intimate contact with him in the discharge of his official duties; and they have supported their statements by concrete cases which stand in

the record not explained away and undenied. I would refer specifically on this point to the testimony of Mr. _____, a supervising principal, Dr. _____, a prominent white physician, Miss _____, a school teacher, Mr. _____, and Mrs. _____, two widely respected colored citizens. The cited instances involved deliberate falsehoods on the part of Mr. Bruce and justify his bad reputation as to truth, sincerity and veracity.

At least two witnesses, Mr. _____, and Dr. _____, two supervising principals, have stated that Mr. Bruce shifts the responsibility for his official acts to the shoulders of other officers, and they have given in evidence illustrative cases. (See testimony, from page 188 to 190; and from 163 to 164.)

Mr. Bruce himself does not disprove these charges in his own testimony. Nor does he deny that his administration has been almost constantly under fire; but he charges the fault to the interference with his administration by Board members and the present superintendent of schools. The law very clearly points out the duties of all persons connected with our schools, and it is an admission of weakness and unfitness for office if Mr. Bruce does not execute the duties of his office as required by law, even granting, for the sake of argument, that such influence as he alleged had tended to divert him from such course.

His friends urge that his dereliction grows out of Mr. Thurston's coercive power over him. Such, however, is not a fact. For not only cannot Mr. Thurston dismiss Mr. Bruce, but the organic act in some very important instances gives Mr. Bruce statutory powers practically co-equal with those of the superintendent. (See section 6, Organic Act in re-promotion of colored teachers.)

The writer feels moved to make a brief reference to the much talked of Moens case. The testimony shows that Mr. Bruce never made any written recommendation *in re* the dismissal of Miss Charlotte Hunter, although Moens had been arrested at her house in the fall of 1918. Nor did he urge such action orally until the spring of 1919, when the Parents' League precipitated a crisis.

Surely no one would dare claim in defense that the fault for this inaction rests on the superintendent of schools, when all along the criticism of Mr. Bruce's supporters have been that the superintendent of schools has had the poor colored assistant by the throat, that the poor colored assistant was being made the goat and that the powers of his office were being usurped. It would be too palpably inconsistent.

At this juncture the writer of this report feels that a passing comment must be made in reference to the notorious and indefensible "slush" fund letter. Although a certain witness in her testimony says that it was prepared by the committee at the old M Street and was circulated therefrom, Mr. Bruce had previously stated when called down before a conference of the Board that he had prepared the original document in his office and in his own handwriting; that it had been there typewritten, initialed by his clerk, and circulated therefrom. He

further corroborates this original statement before the investigating committee. He does endeavor, however, in the investigation to show that he was zealous of protecting the reputation of his teachers. It is interesting to note that the chivalrous Sir Galahad's desire to so nobly rescue the poor oppressed teachers did not emanate until he himself was personally attacked . . . by the Parents' League. It is a known fact that any soliciting of funds in the public schools without permission of the Board of Education is contrary to Congressional enactment. And worst of all to pool moneys as proposed in this letter in order to sue for damages and then to pro rate the amount secured in suit in proportion to the money contributed and not in proportion to the damage done is practically criminal.

Nearing now the conclusion, the writer feels moved by a sense of duty as regards fair play to note that a large part of the testimony is contained in the questions of the chairman. And the chairman even went further and wrote into the appendix, of his own authority, and without any proof, the statement that one of the witnesses opposed to Mr. Bruce is the mother of an epileptic; and by the same sort of license, states in his preliminary report without any evidence in support that Mr. Bruce read science after leaving school. He cannot thus break down the testimony of the witness above referred to; nor can he in such fashion establish the sufficiency of Mr. Bruce's education. The composition of this appendix was never submitted to the writer for his opinion.

The incorporation into the record by the chairman of the Tanner letter in an endeavor to hurt the people's case, and the exclusion of the letter of a certain prominent school official, which is damaging to Mr. Bruce, will not escape the notice of unprejudiced people when they read the record of this case.

Moreover, the procedure in the submission of the majority report is very interesting as well as suggestive. On October 1, 1919, the chairman of the special investigating committee detailed orally from a brief what purported to be the majority report. At this meeting the burden of blame for all failures affecting Mr. Bruce's administration was laid at Mr. Thurston's door. He was arraigned. This was done, too, during his absence; for he had been excluded contrary to law from the meeting.

At the meeting of October 8, 1919, witness an entire change of front. The chairman appears with a formal, written report, and all blame as regards the allegations concerning Mr. Thurston's maladministration has been eliminated. Mr. Thurston also was present at this meeting.

But the capstone of unwise procedure is found in the fact that Mr. Bruce was summoned to this executive session where his case was to be settled, and the document absolving him was even submitted to him for his approval and comment. And even after this, the report was still not ready for filing.

The writer of this report, after thirty years' practice at the bar, is forced to record his disapproval of such injudicial methods of procedure, when the gravity of the case and the

peculiar character of the situation from the standpoint of the public both require action that will be above question or suspicion.

As an explanation in closing, it seems wise to state that, comprising as it does a brief review of over seven hundred pages of testimony, this report is of necessity limited in its specific references because of the lack of time. It must suffice to say that, although many other instances may be found in substantiation of claims of lack on the part of Mr. Bruce, the writer of this report has tried in his simple way to point out some of those most forcefully salient.

It is, then, the contention of the writer of this report that Roscoe C. Bruce, as is proven by the testimony, does not measure up in his educational qualifications to the demands requisite for his office.

It is also the claim of the writer of this report that, in the only lines of original administrative policy disclosed by the testimony, Mr. Bruce has been proven grossly inefficient. And worst of all, it has been shown that he has wastefully expended public money.

It is further a contention of the writer that he is guilty of administrative inefficiency through indisputable proof of lack of character. He is shown to be undependable, lacking in directness, candor, frankness and truthfulness. It is also established that he is lacking in backbone and manly insistence.

It is needless to say that his usefulness is at an end. His moral effect upon teachers and children has vanished. His powers to serve the community have waned. Every day he remains at the head of the colored schools but serves to bring nearer their complete disintegration. Ruin and destruction can but follow, and poor colored children can but be stunted in their larger growth and inclined towards ends destructive of the best interests of our fair land and special community.

FIRST: I therefore recommend that Roscoe C. Bruce be separated from official service in the public schools of the District.

SECOND: I further recommend that the testimony in this case and all the correspondence and proceedings herein, including the majority and minority reports, be made accessible to public inspection; for if the judgment of the majority of the committee is just and right and that of the minority is wrong, the community should know that the prevailing side is supported by the testimony.

Respectfully submitted by,

FOUNTAIN PEYTON.

As Minority Report of the
Above-Named Special Committee.

Washington, D. C.
October , 1919

ADDENDA—The following correspondence is published herewith at the request of, and in justice to, Mr. Dainel Murray, a prominent, public-spirited citizen of Washington, D. C. who vainly sought an opportunity to testify before the special committee. It explains itself.

934 S Street N. W.

Washington, D. C.

August 15, 1919.

Mr. H. B. Learned,
Chairman, etc.,
Washington, D. C.

My Dear Sir,

I feel a deep sense of dissatisfaction and discouragement over your neglect to call upon me to testify before the Committee, particularly, after I indicated in my letter the character of the testimony I would give, consisting of letters, etc., which by their nature compel conviction of the charge of making false statements.

While at the Ferry I read Dr. Tanner's comments in "The Times" on the character of the Committee and his belief that the committee wished only testimony that conformed in its nature to a purpose to sustain a preconceived verdict. His letter by decrying secret sessions increased to a very marked degree the responsibility of the Committee and left it for them to either confirm his severe strictures or by high and honorable conduct disprove the same. This failure to call me will serve to reopen the case. I am not satisfied.

From Mrs. Murray, I learned that, as she entered the Committee room to testify she met Cap't. Oyster emerging and that he had placed before the Committee letters of a very caustic character that I had written to him when I opposed his confirmation as District Commissioner. Why was he allowed to testify for Bruce and bring me conspicuously into the matter and I be denied a similar opportunity? I indicated in my letter my willingness to appear and when I returned from the Ferry, I confidently expected to find a letter from you to that effect. You can scarcely imagine my amazement when I failed to receive any acknowledgement at all. It was unexpected and the omission strongly resented. The rules of civility if nothing more was in evidence entitled me to an answer and it was not unreasonable for me to look for one, since I had written to the Chairman of a Committee of the Board of Education at the Capital of the Nation, supposedly, conducting an honest investigation.

In my view, the action of the Board in this case, the "Woods Case" and that of Dr. Thompson, has been wabbly and inconsistent and in the judgment of many, far from commendable. On the testimony of two citizens, that Miss Wood lacked patriotism, the Board suspended her. On the testimony of a policeman that he smelled liquor on Principal Thompson he is forced out and yet I have seen the Asst. Supt. take drink after drink in the house of my brother-in-law, and feel certain that quite a hundred could have been produced before the Committee to testify to excessive drinking and other moral delinquencies. They seemed not to invite the truth.

I was told before the Committee met that the Rev. Dr. Van Schaick, at a conference at his house made the astounding statement that no testimony in relation to the moral habits of the Asst. Supt. would be received. That was heralded from one end of the town to the other. This left as to Dr. Van Schaick but one conclusion; that in his opinion, any old reprobate, possessing some education might with the approval of the Board, be

at the head of the Colored schools. Could the people of color expect a just verdict after this? I was later told that you privately informed each witness as they took the stand that testimony on the moral side would be received. Can such methods command public respect? It is at once apparent from the above that only those prepared to testify in the limited way previously indicated by the Rev. Dr. Van Schaick, presented themselves. The prohibition view as announced by Dr. Van Schaick prevailed all over the city and on every side it was dubbed the fake investigation. I did not know that the rule had been modified as the result of protest until the investigation was over. It was a shameful thing. In view of this painfully unfair arrangement, the view of Dr. Tanner assumes added importance and is endorsed by thousands.

In closing this letter, which I have purposely made plain since I felt you needed more light on the matter though I hope it is free from discourtesy, I fear there are indications that the verdict will be unsatisfactory since I will bitterly protest on acquittal. It will not have the full testimony. Everything seems to have been arranged to conceal rather than disclose the truth. Only a tenth of the very damaging testimony in the possession of the League was possible of presentation under the grossly unfair arrangement and ruling for conducting the hearing. I am hopeful that you will on mature reflection agree with me in my strictures. Your failure to summon me to testify, was, to say the least, grossly unfair.

Begging your pardon for inflicting such a long letter upon you, I beg to remain,

Very truly yours,

(Signed) DANIEL MURRAY.

934 S Street, N. W.,
Washington, D. C.
August 21, 1919.

Fountain Peyton, Esq.,
Member of Special Comm.,
Board of Education.

Sir:

I write to express my dissatisfaction over the neglect of the Committee to call me to testify before the Special Committee supposed to be investigating Roscoe C. Bruce. This failure to notify me becomes doubly significant and questionable, when I declare I wrote two letters to Mr. George E. Hamilton expressing my desire to be called to testify and in regard to which I never received even an acknowledgment. August 4th I wrote to the chairman of the Special Committee, Mr. H. B. Learned, stating that I had valuable documentary evidence which I wished to lay before the Committee, showing up unmistakably the mendacity of the Assistant Superintendent, in a school matter in which Dr. W. V. Tunnell, then a member of the Board of Education, and myself were interested. Failing to receive even an acknowledgement from the Chairman of the Special Committee, I fear my request was not laid before the Committee, but suppressed by the Chairman. I am rather loath to make so grave a charge against the Chairman of the Committee; but as I addressed my letter to the Franklin Building, where the committee met, I am led to assume it was received.

I should have been allowed to testify and been interrogated on such matters as were brought forward concerning the following case.

Not to be called was most unfair and a rank injustice. Had I been summoned, I would have presented the following case:—

In 1910 my son, Nathaniel A. Murray, who had graduated from the M Street High School, then from the Agricultural Department of Hampton Institute and was a second year student in the Agricultural Department of Cornell, was during his vacation placed in charge of the summer garden work for the colored schools in Washington, D. C. In a letter to me in Feb., 1911, he expressed a desire to have the work again if he gave satisfaction. I immediately sought Miss Sipe who directed the work, to secure her testimony. She told me his work was the best she ever had. I asked her would she recommend him. She told me she would above any she then knew. This information I conveyed to my son at Cornell. Thereupon he made application for the work in March 1911. Then begun a series of mendacious evasions on the part of the Asst. Supt., which ended in a direct falsehood concerning the matter to Dr. Wm. V. Tunnell, at the time a member of the Board of Education. To my son's application Mr. Bruce, under date of March 22, 1911, replied as follows:

March 22, 1911.

Mr. N. A. Murray,
357 Cascadilla Building,
Ithaca, N. Y.

My dear Mr. Murray,

In response to your inquiry, let me say that Superintendent Stuart informs that it will hardly be possible to continue the Cardoza School gardens during the ensuing summer. There are a number of difficulties which stand in the way and which can hardly be overcome. I regret this very much indeed, because I think the operation of the gardens at this school is a most wholesome thing, during the summer vacation especially.

There are no prospects so far as I know for permanent work with school gardens for the colored schools in this city. Congress has not seen its way clear to give gardening the support which its importance really deserves. Should I hear of anything, however, which would be likely to interest you, I should be most happy to inform you of it.

Faithfully yours,

(Signed) ROSCOE C. BRUCE,
Assistant Superintendent
of Public Schools, D. C.

This was in substance false, as will be shown by the following facts: Early in April 1911, Mr. Bruce, hoping to conceal his connection with the contemplated school garden at Deanwood, D. C., and escape a direct falsehood, got Mr. Stephen Kramer to open up the matter with Mr. Francis Cardoza, who had been dismissed by the Board some time before and had a large family to support. This Cardoza rumor having reached Mrs. Murray, she called early in May 1911 on Miss Sipe, who told Mrs. Murray that Mr. Bruce had decided not to open in 1911 any school garden. She accepted Miss Sipe's word. Whether she knew at the time that Mr. Bruce, as an act of mendacious deception, had turned the matter over to Stephen Kramer, I am not prepared to say. I do know, however, she was in charge of the work. In this connection it is proper to say: Mrs. Murray avers that on Sunday, May 1911, still seeking information and anxious to get at the bottom facts, she called on Mrs. Susan B. Sipe and verified Miss Sipe's previous state-

19

ment in 1910 to Mr. Murray, that Mr. Nathaniel Murray's work in the school garden of that year was the best she ever had in the colored schools, and that at any opportunity she would recommend him. She was then asked, "Why in view of your previous unsuccessful experience with gardeners lacking training, were you willing to again experiment with a person who had never had a course of training in gardening work, when it was possible to obtain one of thorough training?" and was reminded that she was dealing with a public fund, and that her action in the matter involved a great principle, and one of the greatest importance in school management. To this query no satisfactory answer was given.

Uncertain as to whether the school garden would be opened, the matter of my son's connection therewith was dropped. On Sunday, June 18, 1911, Mrs. Murray met Prof. W. S. Montgomery, who inquired if Nathaniel was to again have charge of the school garden. She told him she was informed none would be opened. He told her she was misinformed, since the ground for such was being prepared at Deanwood. That afternoon she went to Deanwood; and I later wrote to Superintendent Stuart on the matter and to Dr. Wm. V. Tunnell, who sent for Mr. Bruce, who denied that he intended to name Mr. Cardoza or even to recommend him. Thereupon Dr. Tunnell under date of June 24, 1911, wrote me the following letter:

Board of Education, etc.,
Franklin School Bldg., Wash., D. C.
Saturday Morn., June 24, 1911.

My dear Mr. Murray:

Have made inquiry as to the substance of your recent letter to me and have been informed that there has been no appointment of Mr. Cardoza to a school garden, that no appointment, not even a recommendation, will be or has been made. So that you have apparently been misinformed.

With ardent regards to the family, I am,

Yours truly,

(Signed) WILLIAM V. TUNNELL.

In this connection I recall that Mr. George E. Hamilton, at a Board meeting in 1918, speaking in regard to a claim made by Dr. Johnson that Mr. Bruce had not fulfilled a promise, said, "Whenever an officer of these schools in any matter deceives a member of the Board, he commits a gravely serious offense."

Having in view the above declaration, I am glad to believe Mr. Hamilton will aid in ridding the school system of the culprit in this case.

But to resume the narrative. Following the conversation between Dr. Tunnell and the Assistant Superintendent detailed above, Mr. Bruce, under date of June 26, 1911, sent him the following:

June 26, 1911.

My dear Dr. Tunnell:

I beg to reaffirm my statement to you in conversation at your home on Saturday morning, that it is not my intention, and has never been my in-

attention, to recommend the appointment of Mr. F. L. Cardoza to take charge of school gardens in preference to that of Mr. Nathaniel Murray. The fact of the matter is, that Mr. Murray, for several years a student in agriculture at Cornell University, is much better qualified technically for this work than Mr. F. L. Cardoza. I have simply gone so far in this matter as to say that, if two persons are to be appointed to take charge of school gardens this summer, I should recommend, first, Mr. Murray, and second, Mr. Cardoza. I am advised that moneys are available for the employment of these two gentlemen for this purpose.

Very respectfully,

(Signed) ROSCOE C. BRUCE,

Assistant Superintendent
of Public Schools, D. C.

P. S.—I should be very grateful if you would forward this letter to Mr. Daniel Murray so that he will labor under no misapprehension as to the facts in the case.

N. B.—I may say that before mailing this letter to you, Dr. Tunnell, I have shown it to Mr. S. E. Cramer, who is familiar with the facts in this case.

(Signed) ROSCOE C. BRUCE,

Assistant Superintendent of Public Schools, D. C.

On receiving, June 18, my letter of protest, Dr. Tunnell conferred with Mr. A. T. Stuart, Superintendent, and no doubt showed him the above letter. The Board met on June 28, when it was expected the matter would come up for Board action. From Dr. Tunnell I learned that he was in the office of Mr. Stuart, and picked up the recommendation that had come down from Mr. Bruce's office and found written therein: "For Director of Gardens, etc., F. L. Cardoza." He thereupon called the matter to Mr. Stuart's attention, who remarked: "Did Bruce send that down here?" and ran his pen through Cardoza's name and wrote in Nathaniel A. Murray. He was confirmed. Mr. Cardoza complained that he had not been justly treated in the matter, since he had received from Mr. Stephen Kramer, early in April 1911, information that, acting for Mr. Bruce, he was to arrange with him to conduct the school garden work that year, beginning July 1. In accordance with this understanding, on June 7, Miss Sipe, in charge of the work, called upon him at Deanwood and placed him in charge of the school garden there. She stated, however, that a formal notice from Mr. Bruce would follow; which did five days later, or June 12, and a copy of which is here given:

Washington, D. C. June 12, 1911.

Principal F. L. Cardoza,
The Smothers School,
Washington, D. C.

My Dear Mr. Cardoza:

In reply to your inquiry, I beg to say that you are authorized to use the children at your school in connection with the garden work there during unassigned time and time for nature study.

Hoping that you will make every effort to develop first class gardens, I am

Very respectfully,

(Signed) ROSCOE C. BRUCE.

The above letter is to be read in connection with Bruce's verbal assurance June 24, 1911, to Dr. Tunnell, followed by that of the 26th, that he did not contemplate appointing Cardoza, nor even making a recommendation of him for such work. In view of this letter to Cardoza on June 12, no honest person can escape the conclusion that Bruce lied to Dr. Tunnell. On the 14th, Cardoza received the following letter from Miss Sipe:

Washington, D. C.,
June 14, 1911.

Mr. Cardoza,

Deanwood School, D. C.

Dear Mr. Cardoza:

I have ordered sent to your school as soon as possible the cedar posts, wire, lumber for gate and bracing the corner posts, staples for fastening the wire hinges and lock for gate. As these things are ordered on requisition, it will probably be the end of the month before they come.

In the meantime I have asked Mr. Hine to send to you by Monday 15 rakes, 15 hoes, 1 spade and 5 spading forks; some tomato and geranium plants that are left in our greenhouse; 250 stakes for the plots, and seeds. I shall try to get a man to you on Monday or Tuesday to stake the land off. I'll enclose a plan we generally follow.

I shall hold a teachers' meeting of the teachers of the garden work in the white schools on Friday, June 16, at 3:30, in the Board room of the Franklin. If you can attend, I think you will receive some assistance.

Truly yours,

(Signed) SUSAN B. SIPE.

It will be observed that the letter of Assistant Superintendent Bruce to Mr. Cardoza dated June 12 is a reply, and must be read in connection with Mr. Cardoza's letter detailing Miss Sipe's visit of June the 7th, when she told him full appointment must follow. Cardoza evidently thought the same, and the letter of June the 12th by Assistant Superintendent Bruce conveys the same in the following words: "My dear Mr. Cardoza: In reply to your inquiry, I beg to say that you are authorized, etc., etc." And Mr. Bruce further adds: "Hoping that you will make every effort to develop first class gardens, etc."

There can be no doubt in the mind of an intelligent person that the above conveys all the authority of an appointment, and could a doubt arise, which seems impossible, it is settled by the train of subsequent events and acts.

As I had been one of the principal factors in the matter, all the letters received by Dr. Tunnell from Mr. Cardoza, were turned over to me, and with them in hand, I brought charges against Mr. Bruce before Superintendent Davidson, who had in the meantime succeeded Mr. Stuart, and urged a change in the office of Assistant Superintendent in charge of colored schools on the score that he had forfeited public confidence, etc., in the Cardoza case and was no longer worthy of belief. Having laid irrefutable proof before him, I pressed Dr. Davidson continually to make a change on the score that he could not afford to apologize or in any way screen him.

Dr. Tunnell, fully convinced on the 28th that Mr. Bruce had lied to him while being interviewed in his house June the 24th and that on the strength of Mr. Bruce's denial of any relationship with Cardoza he had written me as he did. He thereupon called upon Mr. Cardoza under date of July the 15th to give him all documents, etc., touching the matter and under date of July 17th, 1911, received the following reply:

Deanwood, D. C.,

July 17, 1911.

Dr. W. V. Tunnell,
Board of Education,
Public Schools, D. C.

Dear Sir:

I have the honor to acknowledge receipt of your kind favor of the 15th inst., respecting the school garden at the Deanwood School, and before making reply take leave to quote the following therefrom:

" I am desirous of knowing the *whole history* of the school garden matter—how you came to take it up this spring, i. e., by whose order or direction and how it comes to pass that after bestowing labor on the garden you are separated from it. Pray give me *in writing all the information you have* about it, and forward any documents, letters, etc., you have bearing on the matter." " If you have been given any verbal directions by telephone or otherwise, I would like to have them, so that I may understand the case in all its entirety." You will recall the underscoring as being your own.

In compliance with your request, I offer the following statement: On June the 7th last, I was visited at Deanwood School by Miss Susan B. Sipe, in charge of District school gardens, and after careful survey with her of the girls' playground was asked by her to lay off space for a school garden, forward dimensions thereof, have the ground ploughed and harrowed, and was engaged as gardener at two dollars (\$2.00) per diem, salary, however, not to begin until July the 1st. Miss Sipe's manner was frank and unhesitating. With the understanding that formal appointment to the Deanwood School Garden and salary per verbal contract would come in due course, I promptly accepted Miss Sipe's proposition and actively entered upon the carrying out of her suggestions, developing a garden plan suitable to the local suburban situation. Upon receipt of a communication from Assistant Superintendent Bruce, June the 12th, (submitted herewith), containing the following: " You are authorized to use the children of your school in connection with the garden work there during unassigned time and time for nature study. Hoping that you will make every effort to develop first class gardens, etc.," I formed classes of pupil gardeners and personally directed and supervised their work—in fact, I now felt surely authorized to make "every effort to develop first class gardens."

The labor of putting the ground in condition for gardening was much lightened by the hearty cooperation of the pupils and teachers of the school and the appreciative attitude of the citizens of this section generally. Much satisfaction at the establishment of a garden at Deanwood was shown and the several citizens' associations hereabout publicly endorsed the step. Their interest was also manifested by donations of vegetable plants and fertilizing material. Miss Sipe's letter of June the 14th (submitted herewith) and the meeting of teachers at Franklin School referred to therein, which I attended, were interesting and profitable. Meanwhile with the help

of pupil gardeners I had donated and transplanted from my own home garden, about two squares distant, 57 melon, 49 cabbage and 65 cucumber plants, had set out 59 tomato and 72 geranium plants sent out by the District Government, and had planted corn, bean, radish and lettuce seed, all of which are now growing, so that at the end of the month, as had been suggested by Miss Sipe and urged by Assistant Superintendent Bruce, the garden was not only in a very fertile state, but classes of gardeners had been formed, lessons had been given, and much work in planting had been done.

On Friday, June the 30th, I learned that the Board of Education at its meeting on Wednesday, June the 28th had refused to confirm my appointment as gardener at Deanwood and instead had appointed N. A. Murray thereto. At a meeting of the Board held Saturday, July the 1st, two gardens for colored schools were created, one at Deanwood, the other at Birney School, Anacostia. Quite naturally it was very generally expected by the parents here and by others elsewhere, that I would be assigned to the garden at Deanwood and Mr. Murray sent to Birney. Superintendent Stuart, Mr. Kramer, Secretary Hine and Miss Summy were appealed to in turn by Mr. Bruce to settle the matter of assignment, but each declined, all stating that a settlement of the case should be made by Mr. Bruce himself. (Miss E. I. Summy, 1623 R Street, N. W., 'phone -----? who was left in charge of gardens by Miss Sipe during her absence, has important information bearing on this matter of assignment.)

Perforce, therefore, Mr. Bruce was given to decide the matter and Mr. Murray and myself were summoned to his office. The decision was rendered in substantially the following language: "I shall assign Mr. Murray to the Deanwood School Garden and Mr. Cardoza to the Birney School Garden but because of the labor he has already expended at the Deanwood Garden, Mr. Cardoza should be given credit for whatever success is finally achieved there." No reason was offered for this decision, and no discussion was allowed by Mr. Bruce. It has been stated by others, however, that the decision was made at the suggestion, because of the urging, and with the approval, of two higher officials. I promptly informed Mr. Bruce of my withdrawal from school garden work, and at his suggestion set forth my reason in writing (duplicate herewith).

On July the 6th, of my own volition I delivered a communication to Mr. Murray at the Deanwood School Garden, containing my plans, etc., for the garden, and the names and residences of thirty-five (35) or more pupil volunteers for the gardens (duplicate herewith). Two of my own children are among these, and have attended since that date.

My grievous disappointment at this decision is not alone due to the fact that it effected my separation from school gardens—work in which I have always been genuinely interested—but that it has not improved my standing in this community and has deprived me of earning \$100.00 or more, which is, as Mr. Bruce certainly knows, and as other officials probably know, of vital importance to me at the present time.

With respect and esteem, I am

Very truly,

(Signed) F. L. CARDOZA.

Thus was brought to light Mr. Bruce's letter of June the 12th to Cardoza, he having on that date by letter put him in charge.

In submitting the above case, Mr. Peyton, I am convinced I do the public of Washington a distinct service, since I feel sure the Board of Education cannot ignore the foregoing in the Bruce case, made up as it

is of letters, etc., which prove beyond a doubt the untruthful character of the Assistant Superintendent; and that they cannot escape creating a vacancy. No one can apologize for the person involved, nor mitigate the sin of habitual deception and lying, without taking on himself all the infamy and opprobrium that attaches to a notorious liar.

Very truly yours,

(Signed)

DANIEL MURRAY.

ADDITIONAL REFERENCES TO TESTIMONY BEFORE THE
SPECIAL INVESTIGATING COMMITTEE OF THE BOARD
IN THE BRUCE CASE

M———, School Principal, (Page 1). "Certainly it is not my job to criticise my superior."

M———, High School Teacher, (Page 17). "My own impression is not as good of him (Bruce as to honesty, justice and fairmindedness) as it was of Mr. Cook. I do not consider him the same kind of man. I would not put him in the same class" . . .

Mr. Learned: On the whole, if I get your point, you are inclined to think that he is not so high-minded a man as Mr. Cook?

Miss———. Not nearly. I would not say quite so. There is a great difference in my mind between the two men. I have this to say also: I told you that I have not had such direct contact with Mr. Bruce as I had with Mr. Cook, and part of my opinion, my feeling, is based upon common report.

Mr. Learned: There is a good deal of opposition to Mr. Bruce, is there not:

Miss ——: Yes, sir.

Mr. Learned: Do you think it is generally well based on the whole?

Miss ——: I do think so.

Mr. Peyton: I would like to ask you what is Mr. Bruce's reputation among the teachers generally and among the better element of citizens as to truth and veracity in the administration of his office.

Miss ——: It is bad.

Mr. ——High School teacher, (Page 38).

Mr. Learned: Do you mean that he is not quite direct in his speech?

Mr. ——: Yes. But of course I have often thought that if he were they would criticize him for that.

Mr. Learned: Is there any lack of honesty in this direct method of speech of which you and others have sometimes complained?

Mr. ——: Well I have heard it as a matter of general gossip that there is, but personally I do not know of anything.

Mr. Peyton: What would you say was his general reputation among teachers for fairness as an administrator.

Mr. ——. I think his reputation would be fair all right. I do not say very good, but it would be average.

M———. Normal School Teacher (Page 71).

"I think Mr. Bruce finds great difficulty in refusing anyone anything, and he has perhaps been courteous to people to almost too great an extent. That is, he has not always said no when no was the only possible answer. Consequently people who are not keen in reading between the lines would not be able to fathom his meaning in some respects.

M———, Branch Director in Colored Schools (Page 108).

Mr. Peyton: In the light of that discussion what would you say was his reputation among the teachers and in the community for veracity?

Mrs. ———: Some of them say one thing and some say another.

Mr. Peyton: Some say truthful and some he is untruthful?

Mrs. ———: Yes, sir.

Mr. Learned: Do you think on the whole, if I may interject, that he is a truthful, honorable, able man?

Mrs. ———: I think, Mr. Learned, that he is a very capable man. I think he is a very fine young man. I think Mr. Bruce, especially in the last few years, has tried to do all that he could to measure up to his job.

M———, High School Teacher, (Page 122).

Mr. Learned: In your eyes is Mr. Bruce a competent man to handle the educational problems of the schools?

Mr. ———: I do not believe so.

Mr. Learned: Do you think he is a competent administrator?

Mr. ———: I do not. . . . I do not believe that he stimulates any teacher . . .

Mr. Learned: Has he what you would call a philosophy of education?

Mr. ———: He has not.

Mr. Learned: What is the underlying cause of this criticism of Mr. Bruce?

Mr. ———: As I believe it the underlying cause is that it is the general belief from what I have heard spoken of and said to the effect that Mr. Bruce is lacking in sufficient moral stamina to head the schools.

Mr. Peyton: What is Mr. Bruce's reputation among the teachers and people at large for truth and veracity?

Mr. ———: As I have heard of, very bad.

Mr. ———, Teacher (Page 153).

Mr. Peyton: From your experience as a supervisor and from your acquaintance with the teachers in the schools, would you say that Mr. Bruce has the confidence of the teaching force?

Mr. ———: I do not think he has of a good many of them. I do not know how many, but from intimate relations of a good many of them they have expressed the want of confidence. I suppose there are others who have expressed confidence.

Mr. Peyton: Do you know what his reputation among the teachers in a large part of the community is for truth and veracity?

Mr. ———: Well I have heard it often stated that Mr. Bruce equivocates.

Mr. Learned. In other words, does he not lack the sort of strictness that we like to see when we deal with men?

Mr. ———: I think he does lack that, sir.

Mr. Peyton: Through your experience with him and through your talks with teachers, what would you say as to Mr. Bruce's reputation for accepting or shifting responsibility for the acts of his office?

Mr. ———: Well, it seems to me that he has often seemed to avoid taking the downright responsibility that belonged to his office.

Mr. ———, Supervising Principal, (Page 172).

Mr. Learned: As an educator, then, if I get your point, and as an administrator you think well of Mr. Bruce?

Mr. ———: Not as an administrator, no.

Mr. Learned: But as an educator.

Mr. —————: Yes, as an educator I think he is all right.

Mr. —————: Well, I find this, that, unfortunately, there has crept into the system a feeling of uncertainty in regard to Mr. Bruce. The teachers have not that confidence in his statements.

Mr. Learned: They distrust him, in other words?

Mr. —————: That is the plain English of it.

Mr. —————: . . . I do not believe the teachers generally go to Mr. Bruce.

Mr. Learned: Why not?

Mr. —————: Well, because in the beginning they have been to Mr. Bruce and they have come back with a feeling that they have not been dealt with quite as squarely as they felt they should have been dealt with.

Mr. Peyton: As an administrative officer how does Mr. Bruce compare with those gentlemen, his predecessors?

Mr. —————: Not very favorably because Mr. Cook was a man whose word was accepted by all of the teaching body, officers and teachers. When Mr. Cook gave a promise the teachers felt that it was fulfilled immediately. Dr. Montgomery was the same.

Mr. Peyton: Now what is Mr. Bruce's reputation among the school officers and teachers for disposition to stand behind his acts and not to shift the responsibility onto his subordinates?

Mr. —————: It is not a very good one. The teachers feel that Mr. Bruce will shift responsibility.

Miss —————, Supervising Principal (Page 191).

Mr. Peyton: What suggestion ever came to you from Mr. Bruce that has assisted you in your work and promoted the usefulness of the school under you.

Miss —————: Well, at this very moment I cannot think of any.

Dr. —————, Dentist (white) (Page 202),

Dr. —————: Well, as I told Mr. Bruce once, he is not tactful. He will make many promises which he evidently knows at the time that it is impossible for him to fulfill. . . . If the entire teaching corps have no confidence in Mr. Bruce—and I do know that 90 per cent have not—it matters not what he may do, he cannot be satisfactory to the teachers, where there is lack of confidence.

I think that if I was in his position and 20,000 or more colored people had no confidence in me and wanted me out of the system I would resign. I certainly would not want to attend a patient if that patient had no confidence in him.

My own experience with Mr. Bruce, I am sorry to say, has not been very satisfactory as far as his truthfulness is concerned. Mr. Bruce deliberately fabricated to me on one occasion and I told him that—if I may be allowed to speak plain—I told him that he had lied, deliberately lied and deceived me, and then it was that he came to see me and tried to smooth the thing over by telling another lie.

Mr. Learned: Do you remember another instance of his lying?

Dr. —————: Well, I have had several instances; I cannot say the exact time, but it is over a period of several years. (Enumerates instances.)

Miss —————, School Teacher (Page 233.)

I would call Mr. Montgomery decidedly Mr. Bruce's superior—decidedly. In fact, he is an older man; he has had more experience.

Mr. Learned: Is he (Bruce) a serious man as an educator? Can he

be taken seriously, not merely by Washington people interested in right schooling, but by the country at large, among his own people?

Miss ———: I should not think so. . . . I think the public generally feels that Mr. Bruce is not to be trusted.

Mr. Learned: You distrust him then?

Miss ———: I think I do and I think I have reason to. . . . I think a number of teachers have at different times said things; they said Mr. Bruce did not tell the truth and when people get that around, and persons are willing to stand up and prove that thing is true, the general feeling of the community is based upon that particular thing.

Mr. ———, physician (Page 324).

Mr. Learned: In other words, you do know something about his administration.

Mr. ———: I do.

Mr. Learned: Does it reflect in your mind credibly upon him or not?

Mr. ———: It does not.

Mr. Learned: In other words, you think he is not a man who keeps his promises?

Mr. ———: I know he is not. I don't only think it, I know he is not.

Mr. Learned: In other words, your point of view is, if I get it, that he has been an untrustworthy man as assistant superintendent and he is not the kind of man that ought to be at the head of the colored schools in this district.

Mr. ———: That is my opinion.

Dr. ———, Baptist Minister (Page 359).

Mr. Learned: Do you consider him (Bruce) a man of character.

Dr. ———: No.

Mr. Learned: What is the ground for those criticisms?

Dr. ———: Well, his unfair dealings and inefficient administration of the school affairs.

M———, teacher (Page 409).

Mr. Peyton: Have they (teachers and people generally) respect for Mr. Bruce's truth and veracity?

M———: I do not believe they have. The majority of them that I have talked with have not. They can tell me things that I didn't even think of and beside that the school system of today is more discordant than it has ever been. I know that years ago you could not get a teacher to say anything about the superintendent or the assistant.

Mr. ———, High School Teacher (Page 422).

Mr. Learned: Is there really a tendency on Mr. Bruce's part to be somewhat inconclusive and often indirect in a way that brings upon him the criticism of misstatement, and sometimes perhaps falsehood?

Mr. ———: I think, yes. I think it is because he is charitable and things of that kind.

Mr. ———, Ex-member of School Board, (Page 433).

Mr. Peyton: Is he a man positive and direct or otherwise in your opinion?

Mr. ———: I wish he was more direct. No, I think he knows what he is talking about. He does not like to give offense to anybody.

Mr. ————: I will say he may not be quite as direct as he might be sometimes but I should think it was because he did not want to hurt anybody's feelings. I think he is absolutely honest and frank.

Mrs. ————, Ex-teacher. (Page 477).

Mrs. ————: Well, Mr. Bruce's preparation for his work was not equal to the task he accepted.

Mr. Learned: In what way do you think it failed?

Mrs. ————: Well, he was not educationally equipped. You know his course at Harvard was built largely upon the subjects of economics and philosophy.

Mr. Learned: What things have failed which he touched?

Mrs. ————: Well, in the first place he had arrayed the high school teachers against him to such an extent that they petitioned him to discontinue the subject of model lessons which he had imposed upon them and it created considerable friction and they were discontinued.

Mrs. ————: I want also to say to this committee, which they probably know, that there is scarcely anyone that has any confidence in Mr. Bruce's word.

Mr. Learned: Scarcely anyone where?

Mrs. ————: In this city: in the town.

Mr. Learned: White and colored people included?

Mrs. ————: Well, I heard some white people say the same thing, not many because my acquaintance—

Mr. Peyton: What was Mr. Bruce's reputation for drinking?

Mrs. ————: He is a hard drinker like his father.

Mr. Learned: How do you know that, may I ask?

Mrs. ————: Well, I have seen him.

Mr. Learned: Have you seen him under the influence of liquor?

Mrs. ————: Partially so.

Mr. Learned: Where and when, under what circumstances?

Mrs. ————: I was nursing a sick relative and was, of course, detained until sometimes one and two o'clock in the morning, and I saw him often with a bottle at the side of a chair.

Miss ————, School Teacher (Page 521).

Mr. Peyton: What would you say as to his reputation for truth and veracity among the teachers and the community?

Miss ————: I cannot say, Mr. Peyton. I find that many teachers believe Mr. Bruce perfectly honest and square. You see it depends upon the point of view. The teachers of whom I associate are proud of Mr. Bruce, really proud of him.

Miss ————, School Principal, Page 539).

Miss ————: I could not say that I have had as restful a time during Mr. Bruce's administration, and I would not consider his administration as favorable as compared with the other two.

Mr. Learned: In other words, you think his administration is inferior?

Miss ————: Yes, sir, as far as I know.

Mr. Peyton: Do you think that the teachers generally have confidence in Mr. Bruce?

Miss ————: Well, Mr. Peyton, I don't know so much about that. I have only come into contact with some of them. Some have and some have not.

Mr. Peyton: What is his reputation among them generally for truth and veracity?

Miss ———: Among the teachers?

Mr. Peyton: Among the teachers and parents.

Miss ———: I have not discussed my superior officer with many—

Mr. Peyton: Have you heard him discussed by others?

Miss ———: Sometimes I have.

Mr. Peyton: What do they say about his truth and veracity? Did they say it was good or bad?

Miss ———: I have heard some say he would not adhere to the truth.

Mr. ———, Former Member of School Board, (Page 563).

Mr. Learned: Is it your idea that Mr. Bruce should have taken a straightforward attitude; that he should have come to the white superintendent and made an instant request, if not a demand, that this teacher, Charlotte Hunter should be removed from the schools?

Mr. ———: I think that course ought to have been pursued.

Mr. ———: I think he lacks force. I am inclined to think that he is a poor organizer. I believe that these matters, more or less, of a social nature have weakened his influence. I have always believed that the development of the mind from the standpoint of the teacher is secondary as compared with the development of the moralities of the child.

Mr. Peyton: Mr. Bruce's best friends seem to admit for him that he is not strong enough to say "No" when he ought to say "No." Do you think that sort of character is a proper person to be at the head of a big school system?

Mr. ———: No, I do not.

Mr. ———: These matters to which I have referred have of necessity, weakened him in the minds of many of his race.

Mr. ———, Clergyman (Page 586).

It is my idea that while Mr. Bruce is a man of excellent education he has not appealed to the best judgment of the teachers as one that they could rely upon—as one they could depend upon to conserve their best interests.

Mr. ———: I take it from those with whom I talked that he lacks that force of character that would appeal to the general community.

Mr. Learned: Is he straightforward or indirect?

Mr. ———: Those with whom I have talked and who have had intimate dealings with Mr. Bruce invariably say he is indirect.

Mr. ———: I can say, I think truthfully, that ninety per cent of the teachers in the public schools, the colored public schools, have not the confidence in their Assistant Superintendent that would guarantee the successful carrying on of the work of such a system as we have.

Miss ———, Teacher (Page 614).

Miss ———: I think there has been dissatisfaction with Mr. Bruce for some time under the surface.

Mr. Learned: Is he a truthful man?

Miss ———: I could not say he was from some experiences I have had with him.

Mr. Peyton: How is Mr. Bruce regarded among the people and teachers for truth and veracity?

Miss ———: I do not think his record is very good along those lines from comments I have heard.

Mr. Peyton: Have the teachers or have they not confidence in the administration of his office?

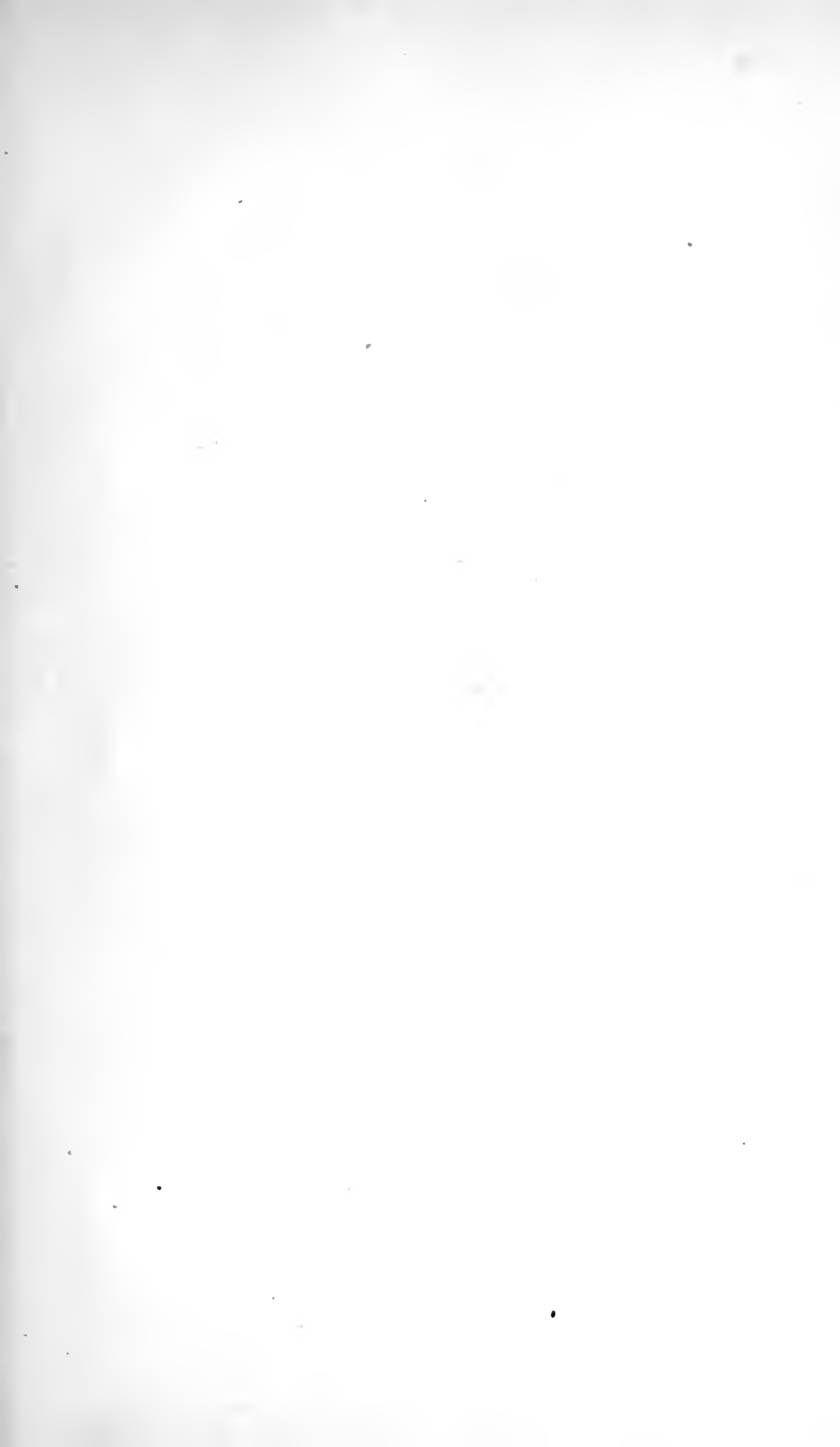
Miss ———: Many of them have no confidence if I may believe what they have said to me at various times.

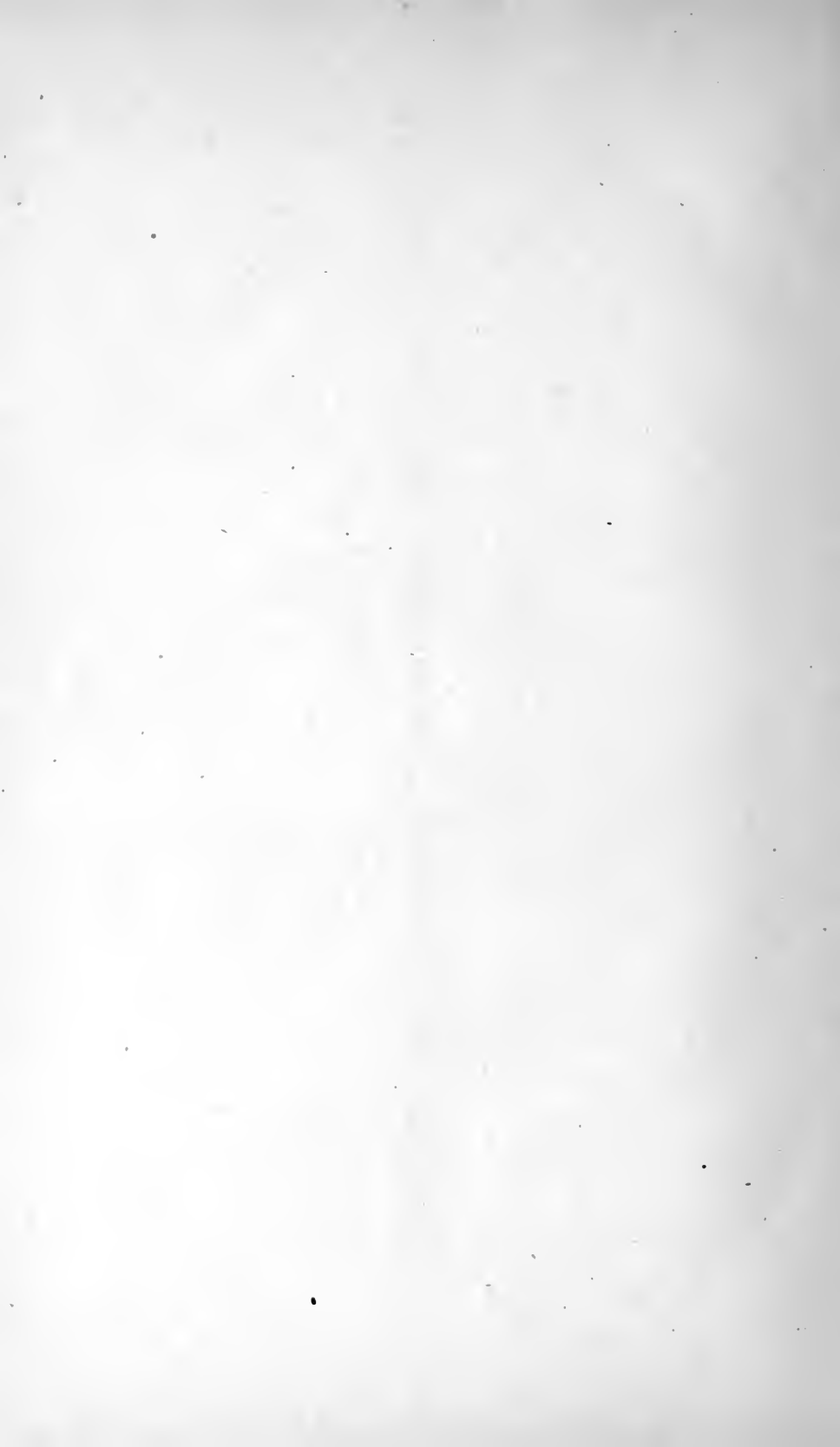
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